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ABSTRACT

A survey of faculty at Johnson County Community College (JCCC) in Kansas was conducted to determine the current effectiveness and future needs of the JCCC Writing Center. Surveys were delivered to all full- and part-time instructors. The response rate was 18%, with approximately 31% of full-time faculty and 12% of part-time faculty returning completed surveys. Findings include: (1) the Writing Center (WC) at JCCC was viewed by most responding faculty as more than a support service for the English Department; (2) 72% of responding faculty reported that they tell all their students about the WC, while 38% include a WC description in their syllabi; (3) faculty most often asked their students to have their rough draft critiqued (42%), read/review sample writing (31%), or get a handout (30%) from the WC; however, 64% of respondents said that the WC did not have samples of good student writing; (4) approximately 90% of respondents indicated that students' overall writing skills were better or much better after using the WC; and (5) 56% of respondents represented the Liberal Arts division of JCCC, while 23% were from the Science, Health Care, and Math divisions--only 9% of respondents taught developmental courses. The study makes recommendations based on the findings. Appended are: Tabled Survey Results; and Questionnaire and Memo. (Contains 15 figures.) (NB)

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2001 JCCC Faculty

Writing Assignment and Needs Survey

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February 2002

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Background

In spring 2001, Bill Lamb and Ellen Mohr contacted the Office of Institutional Research with a request that a faculty survey be conducted regarding the JCCC Writing Center. In order to determine current effectiveness and future needs, a study was designed to learn more about writing practices across the community college curriculum. A written questionnaire was developed to be distributed to all JCCC faculty.

Objectives

The study was designed to determine the following:

1. The extent of writing assignments embedded in the curriculum at JCCC.
2. What kinds of writing assignments are given.
3. Awareness of the services in the Writing Center.
4. How instructors communicate about the Writing Center and its services.
5. What kind of writing support instructors would like for themselves and their students.

Methodology

Surveys were personally addressed to all full-time and part-time instructors and distributed to their campus mailboxes the week of October 22, 2001. One copy of the survey was distributed, followed by an e-mail reminder sent to encourage additional responses. In total, 168 surveys were returned, a response rate of about 18% (based on 294 full-time and 647 part-time faculty members). Approximately 31% of full-time faculty and 12% of part-time faculty returned a completed survey.

Major findings are summarized in the bulleted points and figures on the following pages. Tabled results are in Appendix A and a copy of the survey is in Appendix B. Respondents' written comments are recorded verbatim in a supplement to this report.

Please direct any questions or comments about this survey, as well as requests for the supplement of students' verbatim comments, to:

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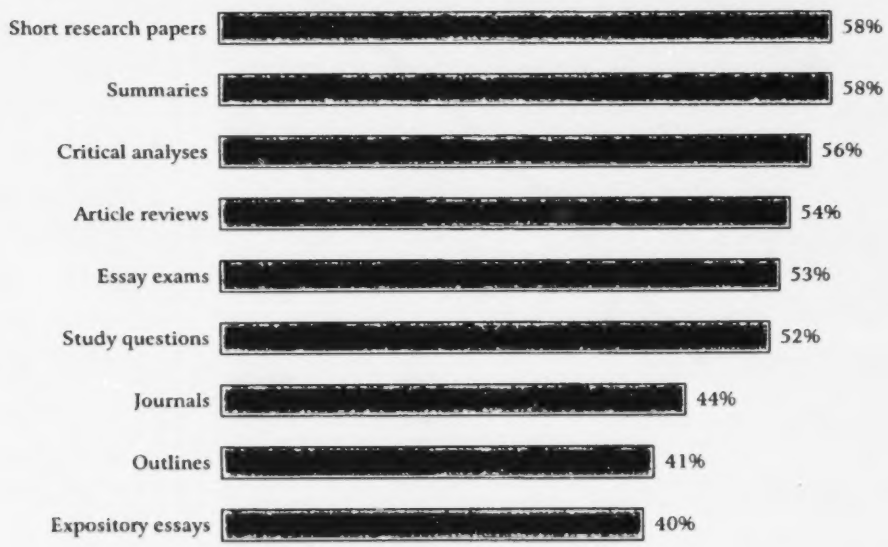
What types of writing assignments do instructors require most often?

- Six types of writing assignments were required frequently or occasionally by at least half of responding faculty (see Table 1, Appendix A, and Figure 1, below). The six include short (1-5 pages in length) research papers (58%), summaries (58%), critical analyses (56%), article reviews (54%), essay exams (53%), and study questions (52%).

Figure 1
Types of Writing Assigned by Faculty
(Percentages represent the sum of "Frequently" and "Occasionally")



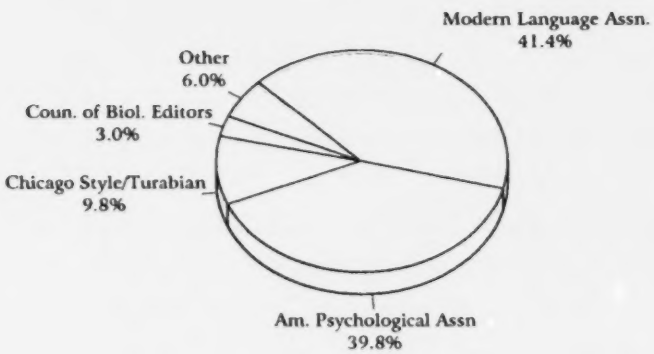
Which documentation style do faculty prefer?

Faculty were asked to indicate the preferred documentation style for research assignments.

- Almost one in five of responding faculty indicated they did not assign research and therefore did not specify a preferred documentation style. (See Table 3, Appendix A.)

- Most of the remaining respondents preferred one of two documentation styles. Forty-one percent of responding faculty who assigned research preferred the documentation style of the Modern Language Association (MLA) while 40% preferred the documentation style of the American Psychological Association (APA). (See Figure 2, below, and Table 3, Appendix A.)

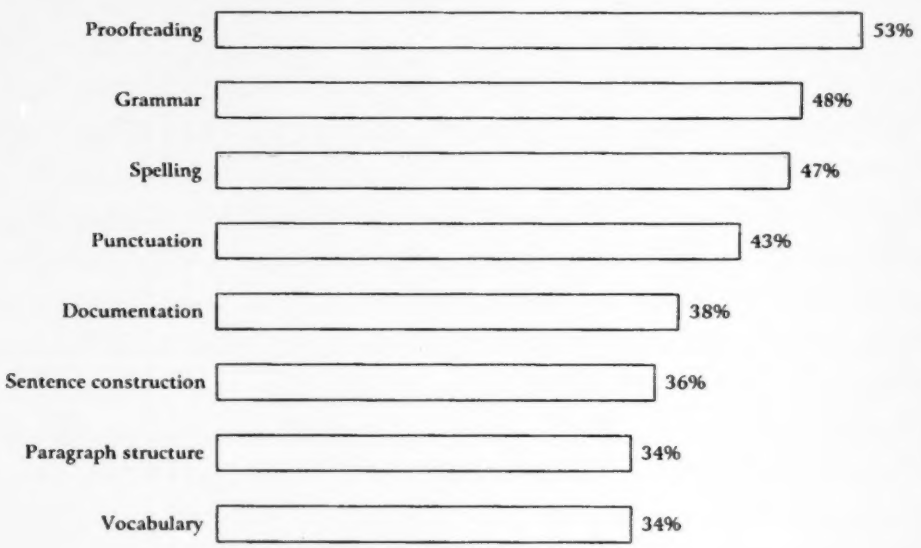
Figure 2
Documentation Style Preferred for Research Assignments



What do faculty consider to be students' writing problems?

- Faculty were asked to indicate how frequently their students had each of twenty-one possible writing problems. Over forty percent of responding faculty indicated proofreading, grammar, spelling, and punctuation were frequently problems for their students. (See Figure 3, below, and Table 2, Appendix A.)

Figure 3
Students' Writing Problems

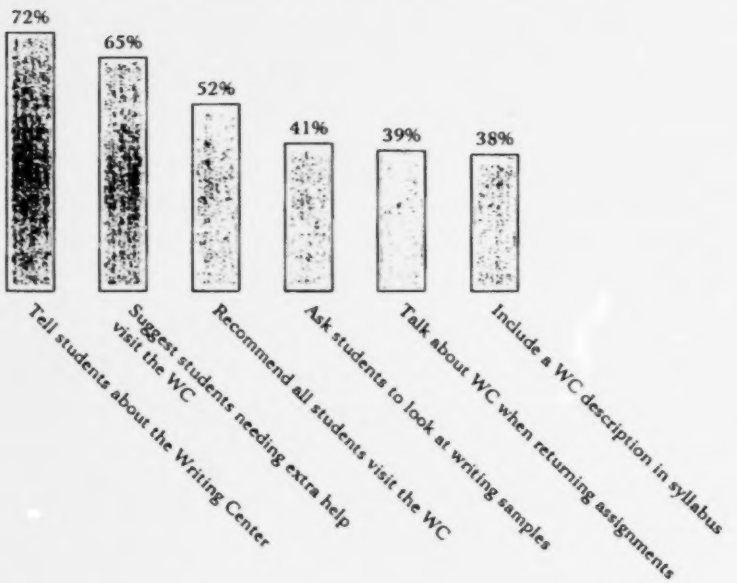


- Half (or more) of responding faculty indicated that *all twenty-one items listed* were at least occasionally problems for students. (See Table 2, Appendix A.) Three-quarters (or more) of responding faculty indicated that fourteen of the twenty-one items were at least occasionally problems for students.

How do faculty communicate about the Writing Center to their students?

- Almost three-quarters of responding faculty indicated they tell their students about the Writing Center, and almost as many (65%) suggest that students needing extra help visit the center. Just over half recommend all their students visit the Writing Center. (See Figure 4, below, and Table 4, Appendix A.)

Figure 4
Faculty Communication About the Writing Center



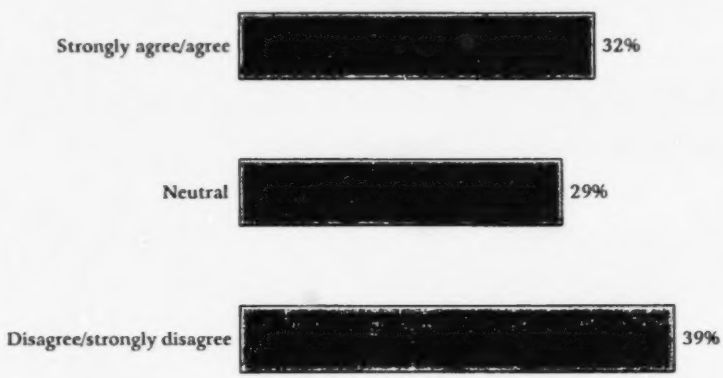
- Other common ways responding faculty communicate about the Writing Center is to ask students to look at samples in the Writing Center (41%), talk about the Writing Center when returning students' graded writing assignments (39%), and include a description of the Writing Center in their syllabus (39%).

What are some faculty attitudes about writing and the Writing Center?

- Nine out of ten responding faculty indicated that it was important for students in their classes to have good writing skills. (See Table 5, Appendix A.)
- Almost two-thirds of responding faculty indicated that the Writing Center provided most support services to meet their needs. Only three percent disagreed. (See Table 5, Appendix A.)
- Three in ten responding faculty agreed that plagiarism by students is a significant problem at JCCC. Fifteen percent disagreed. (See Table 5, Appendix A.)
- Only one in three of responding faculty agreed that the writing abilities of most JCCC students allow them to do a good job on the writing assignments for their classes. Four in ten disagreed. (See Figure 5, below, and Table 5, Appendix A.)

Figure 5
Students' Writing Abilities

"The writing abilities of most JCCC students allow them to do a good job on the writing assignments for my classes."

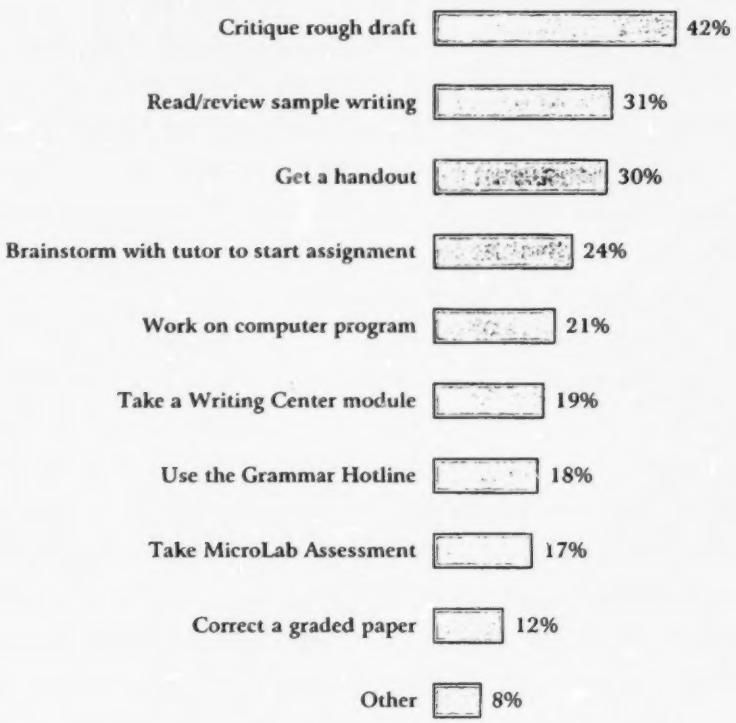


- Only one in nine respondents indicated they would use the JCCC Writing Center more often if they were sure that students actually rewrote their own work. (See Table 5, Appendix A.)
- Only one in five respondents agreed that the JCCC Writing Center is primarily a support service for the English Department; two-thirds disagreed. (See Table 5, Appendix A.)

What activities do faculty generally ask their students to undertake in the Writing Center?

- Activities that responding faculty most often asked their students to do in the Writing Center include critiquing their rough draft (42%), reading/reviewing sample writing (31%), and getting a handout (30%). (See Figure 6, below, and Table 6, Appendix A.)

Figure 6
Requested Student Writing Center Activities

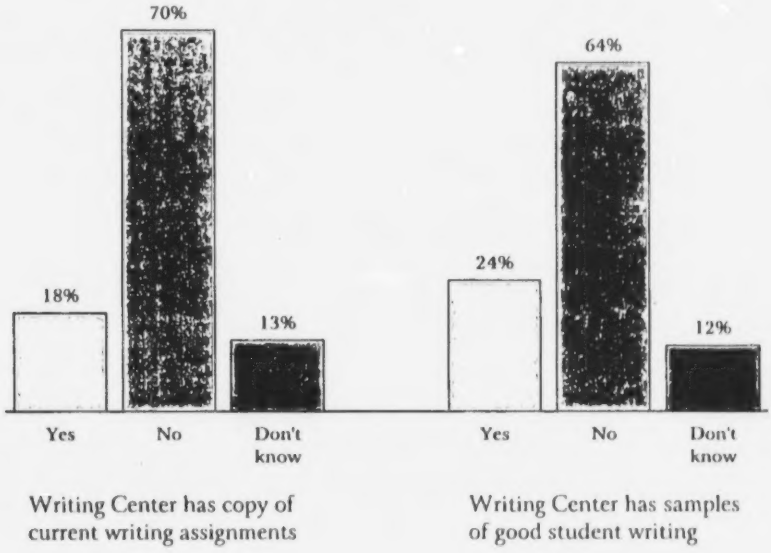


Which of your class materials does the Writing Center have?

- Only 18% of the respondents indicated that the Writing Center had a copy of the current writing assignments for their class, while over two-thirds indicated that it didn't, and 13% didn't know whether or not it had a copy. (See Figure 7, below, and Table 7, Appendix A.)

- Almost one-quarter of respondents indicated that the Writing Center had samples of good student writing for their current writing assignments.

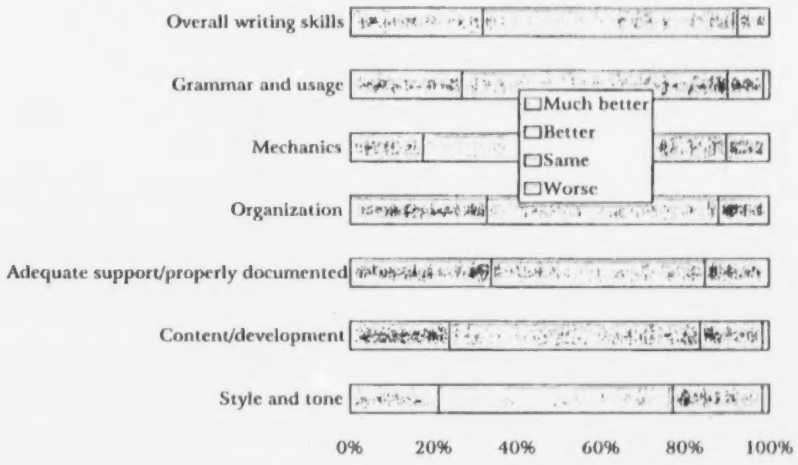
Figure 7
Copies of Writing Assignments and Samples in the JCCC Writing Center



How did students' writing skills change after using the Writing Center?

- Faculty were asked to indicate how much students' writing skills changed in each of seven areas after using the Writing Center. Approximately ninety percent of responding faculty indicated that students' overall writing skills were better or much better after using the Writing Center (as were students' writing skills in the areas of grammar and usage, mechanics, and organization). (See Figure 8, below, and Table 8, Appendix A).

Figure 8
Change in Students' Writing Skills After Using the JCCC Writing Center



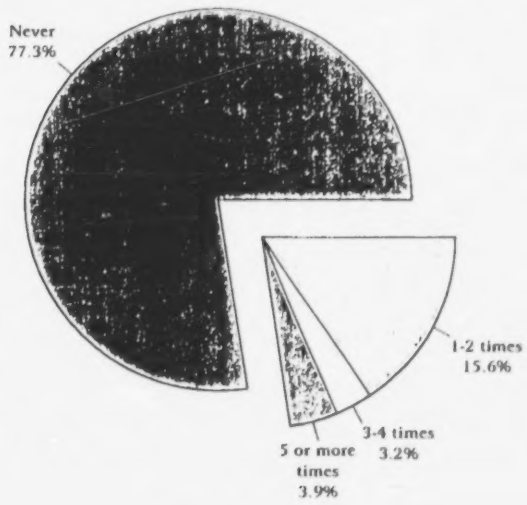
- Over three-quarters of respondents indicated that students' writing skills in the areas of support/documentation, content/development, and style and tone also improved after using the Writing Center.

FACULTY
USE OF WRITING CENTER

How often did faculty personally use Writing Center services?

- Over twenty percent of responding faculty indicated they had used the services of the Writing Center for their own personal use at least once. Most respondents, however, indicated they had never used it for their own personal use. (See Figure 9, below, and Table 9, Appendix A.)

Figure 9
How Often Faculty Used the Writing Center in the Past Year

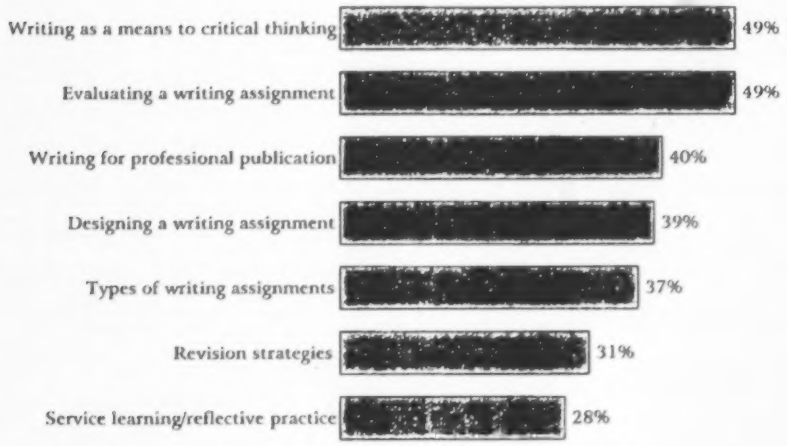


INTEREST IN WRITING WORKSHOPS *Faculty Writing Assignment & Needs Survey*

How interested are faculty in attending writing workshops?

- About half of responding faculty were interested in attending a workshop on the following two topics: writing as a means to critical thinking (49%) and evaluating a writing assignment (49%). (See Figure 10, below, and Table 10, Appendix A.)

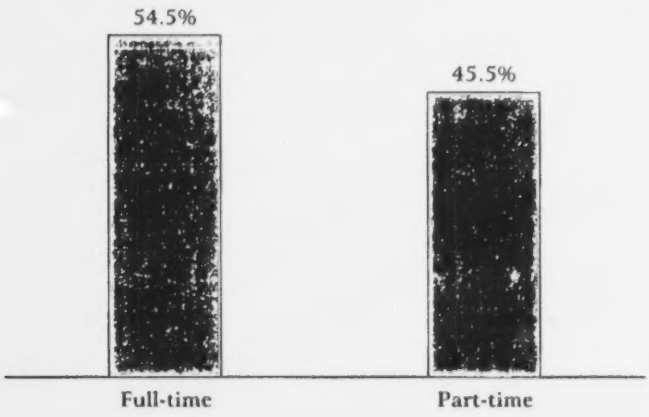
Figure 10
Faculty Interest in Attending Writing Workshops
(Sum of "Very Interested" and "Interested")



What are the demographic characteristics of responding faculty?

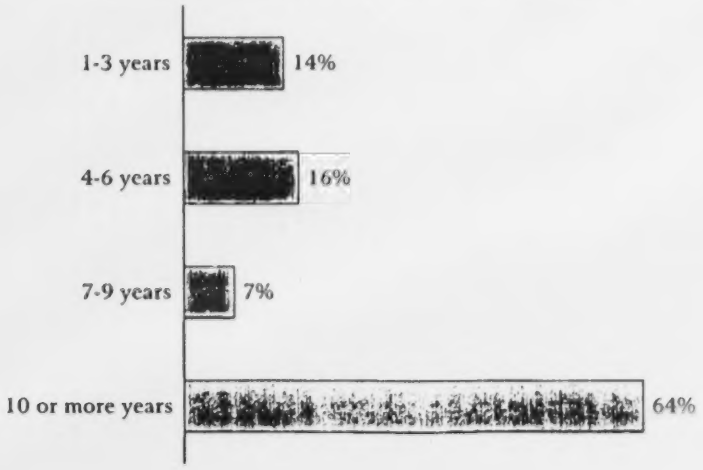
- Fifty-five percent of responding faculty taught full-time. (See Figure 11, below, and Table 11, Appendix A.)

Figure 11
JCCC Employment Status



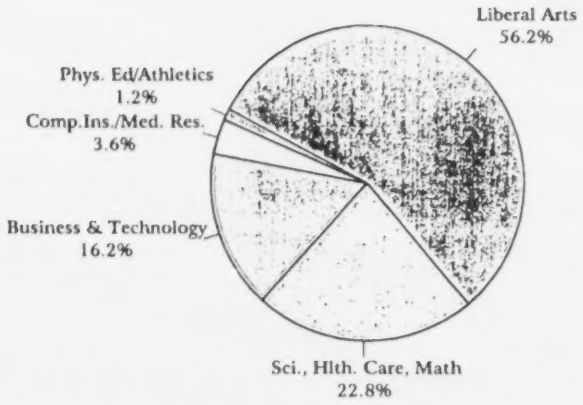
- Over sixty percent of responding faculty had ten or more years of college/community college teaching experience. Only one in seven respondents had one to three years of teaching experience. (See Figure 12, below, and Table 11, Appendix A.)

Figure 12
College/Community College Teaching Experience



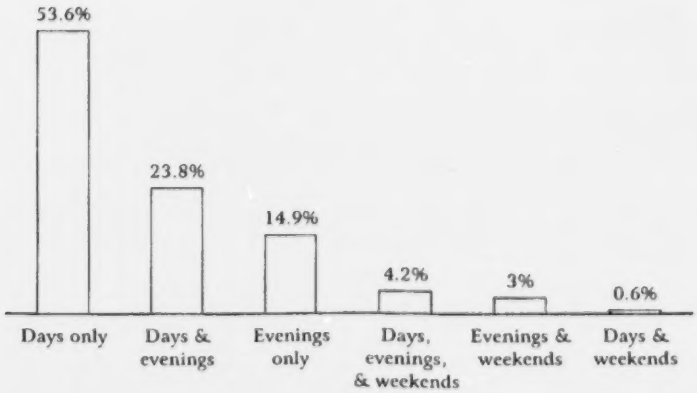
- Over half the respondents represented the Liberal Arts division; twenty-three percent were from the Science, Health Care, and Math division; sixteen percent were from the Business and Technology division; and the remaining five percent were from the Computer Instruction/Media Resources and Physical Education and Athletics divisions. (See Figure 13, below, and Table 11, Appendix A.)

Figure 13
Division



- Over half of responding instructors taught days only and fifteen percent taught evenings only. (See Figure 14, below, and Table 11, Appendix A.) Many taught a combination of days and/or evenings and weekends.

Figure 14
When Faculty Teach

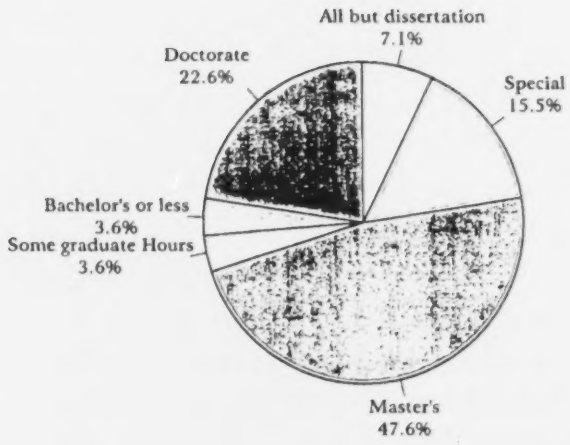


- Almost nine in ten respondents taught on-campus exclusively. Eleven percent taught both on- and off-campus. (See Table 11, Appendix A.)

- The level of courses taught by respondents was as follows: mostly 100-level courses (64%), mostly 200-level courses (27%), and mostly developmental courses (9%). (See Table 11, Appendix A.)

- All but seven percent of respondents had at least a Master's Degree. (See Figure 15, below, and Table 11, Appendix A.)

Figure 15
Education Level



- Fifty-eight percent of respondents were female.

- The largest age group represented was the age group 50-59, which comprised 42% of the respondents. Over one-quarter of respondents were in the age group 40-49.

DISCUSSION

It is clear that instructors place a great deal of importance on students' writing skills. Over half of responding faculty require six types of writing assignments frequently or occasionally: short research papers, summaries, critical analyses, article reviews, essay exams, and study questions. Yet, only about a third of faculty respondents indicated that the writing abilities of most JCCC students prepare them to do a good job on the writing assignments for their classes. This indicates that faculty perceive most students are not sufficiently prepared to successfully complete writing assignments in their classes. Over forty percent of responding faculty indicated proofreading, grammar, spelling, and punctuation were frequently problems for their students.

The Writing Center at JCCC is viewed by most responding faculty as more than a support service for the English Department. About two-thirds of responding faculty said they suggested that students needing extra help visit the Writing Center. Two-thirds also indicated that the Writing Center provided most support services to meet their needs. Finally, a large majority of respondents (77% to 92%) indicated that students' use of the Writing Center produced improvement in a variety of different writing skills.

Faculty most often ask their students to have their rough draft critiqued, read/review sample writing, or get a handout (42%, 31%, and 30%, respectively). However, only one in five respondents indicated that the Writing Center had a copy of their current writing assignments and only one in four indicated that the Writing Center had samples of good student writing for their current writing assignments.

About half of responding faculty were interested in attending a Writing Center workshop on the following two topics: writing as a means to critical thinking and evaluating a writing assignment. Only one in five had used the Writing Center in the past year for their own personal use.

The results from this survey provide the basis for the recommendations offered below, some of which utilize resources already available through the Writing Center.

- Emphasize Writing Center training that will equip students with the skills necessary to successfully complete the six types of writing assignments that are assigned most frequently at JCCC.
- Emphasize Writing Center training that focuses on the writing problems most frequently encountered by faculty, including proofreading, grammar, spelling, and punctuation.
- Provide a single-page handout summarizing Writing Center services and hours for all faculty who assign writing to attach to their syllabus.
- Develop strategies to increase the percent of faculty who provide a copy of their current writing assignments and/or a copy of good student writing for these assignments to the Writing Center.

- Offer faculty workshops on the two topics that garnered the most interest: writing as a means to critical thinking and evaluating a writing assignment. Only one in five had used the Writing Center in the past year for their own personal use.

- Have resources available to help students with the two most-prevalent documentation styles from the Modern Language Association (MLA) and American Psychological Association (APA).

APPENDIX A

TABLED SURVEY RESULTS

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Table 1

FREQUENCY OF REQUIRED WRITING ASSIGNMENTS

	Frequently/ Occasionally	Rarely/ Never	Mean
Short research papers (n=161)	58.4%	41.6%	2.61
Summaries (n=160)	58.1	41.9	2.56
Critical analyses (n=161)	55.9	44.1	2.52
Essay exams (n=164)	53.0	47.0	2.50
Article reviews (n=162)	54.3	45.7	2.49
Study questions (n=162)	51.9	48.1	2.48
Journals (n=161)	43.5	56.5	2.26
Expository essays (n=159)	39.6	60.4	2.21
Outlines (n=158)	41.1	58.9	2.18
Argumentative (n=159)	37.1	62.9	2.11
Long research papers (n=158)	32.9	67.1	1.96
Observation logs (n=158)	29.7	70.3	1.93
Creative writing (n=157)	23.6	76.4	1.78
Letters (n=157)	23.6	76.4	1.70
Lab reports (n=157)	22.3	77.7	1.68
Service learning reflection (n=156)	24.4	75.6	1.65
Business reports (n=159)	11.9	88.1	1.38

Note: 4-point scale, with 1="Never" and 4="Frequently."

Table 2

FREQUENCY OF STUDENTS' WRITING PROBLEMS

	Frequently	Occasionally	Rarely	Never	Mean
Proofreading (n=154)	53.2%	29.9%	7.8%	9.1%	3.27
Spelling (n=160)	46.9	38.1	8.1	6.9	3.25
Grammar (n=157)	47.8	33.8	10.8	7.6	3.22
Punctuation (n=157)	43.3	39.5	8.9	8.3	3.18
Organization (n=155)	31.0	55.5	3.9	9.7	3.08
Sentence construction (n=157)	36.3	40.8	15.3	7.6	3.06
Vocabulary (n=156)	34.0	43.6	16.0	6.4	3.05
Supporting an idea (n=155)	32.9	49.0	7.1	11.0	3.04
Coherence (n=152)	32.2	49.3	7.2	11.2	3.03
Paragraph structure (n=153)	34.0	43.8	13.1	9.2	3.03
Usage (n=153)	30.1	47.7	13.1	9.2	2.99
Transitions (n=152)	31.6	47.4	9.2	11.8	2.99
Documentation(n=149)	38.3	33.6	13.4	14.8	2.95
Diction (n=155)	30.3	45.8	12.3	11.6	2.95
Narrowing a topic (n=153)	31.4	41.8	14.7	11.1	2.93
Revising (n=150)	30.7	44.0	12.7	12.7	2.93
Research skills (n=148)	29.7	42.6	10.8	16.9	2.85
Audience awareness (n=151)	20.5	48.3	18.5	12.6	2.77
Sense of purpose (n=154)	22.1	42.2	23.4	12.3	2.74
Originality (n=154)	20.4	44.2	20.4	15.0	2.70
Tone (n=149)	14.8	36.9	29.5	18.8	2.48

Note: 4-point scale, with 1="Never" and 4="Frequently."

Table 3

PREFERRED DOCUMENTATION STYLE

	Number	Percent
Modern Language Association (MLA)	55	41.4%
American Psychological Association (APA)	53	39.8
Chicago Style/Turabian	13	9.8
Council of Biological Editors (CBE)	4	3.0
Other	8	6.0
N/a - doesn't assign research	28	17.4
No. of respondents	161	

Note: Percentages are calculated excluding "N/a" responses.

Table 4

COMMUNICATION ABOUT THE WRITING CENTER

	Number	Percent
Do you . . .		
Tell your students about the JCCC Writing Center?	121	72.0%
Suggest that students needing extra help visit the JCCC Writing Center?	109	64.9
Recommend all your students visit the Writing Center?	87	51.8
Ask students to look at writing samples in the Writing Center?	69	41.1
Talk about the JCCC Writing Center when you return students' graded writing assignments?	65	38.7
Include a description of the JCCC Writing Center in your syllabus?	63	37.5
Assign the MicroLab program to your students?	21	12.5
Require use of the JCCC Writing Center in some of your writing assignments?	18	10.7
Require all your students to visit the JCCC Writing Center?	17	10.1
Ask JCCC Writing Center representatives to visit your class(es)?	16	9.5
Need more information before you would send students to the JCCC Writing Center?	10	6.0
Have JCCC Writing Center staff help design at least some of your assignments?	7	4.2

Table 5

FACULTY ATTITUDES ABOUT WRITING/THE WRITING CENTER

	Agree	Neutral	Disagree	Mean
It is important that students in my class(es) have good writing skills. (n=163)	90.8%	6.1%	3.1%	4.44
The JCCC Writing Center provides most support services to meet my needs. (n=157)	63.7	33.1	3.2	3.87
Plagiarism by students is a significant problem at JCCC. (n=156)	30.1	53.2	16.7	3.18
The writing abilities of most JCCC students allow them to do a good job on the writing assignments for my classes. (n=161)	32.3	29.2	38.5	2.90
I would use the JCCC Writing Center more often if I was sure that students actually rewrote their own work. (n=157)	10.8	52.9	36.3	2.62
The JCCC Writing Center is primarily a support service for the English Dept. (n=161)	19.9	24.2	55.9	2.45

Note: 5-point scale, with 1="Disagree Strongly" and 5="Agree Strongly." "Agree" is the sum of "Agree" and "Agree Strongly;" "Disagree" is the sum of "Disagree" and "Disagree Strongly."

Table 6

REQUESTED STUDENT WRITING CENTER ACTIVITIES

	Number	Percent
Critique rough draft	71	42.3%
Read/review sample writing	52	31.0
Get a handout	50	29.8
Brainstorm with tutor to start assignment	40	23.8
Work on computer program	36	21.4
Take a Writing Center module	31	18.5
Use the Grammar Hotline	30	17.9
Take MicroLab Assessment	28	16.7
Correct a graded paper	20	11.9
Other	13	7.7

Table 7

WRITING ASSIGNMENTS

	Number	Percent
Does the JCCC Writing Center have a copy of your current writing assignments?		
Yes	27	17.8%
No	106	69.7
Don't know	19	12.5
No. of respondents	152	
Does the JCCC Writing Center have samples of good student writing for your current writing assignments?		
Yes	35	24.1%
No	93	64.1
Don't know	17	11.7
No. of respondents	145	

Table 8

CHANGE IN STUDENTS' WRITING SKILLS AFTER USING WRITING CENTER

	Better	Same	Worse	Mean
Overall writing skills (n=66)	92.4%	7.6%	0.0%	4.24
Organization (n=67)	88.1	11.9	0.0	4.21
Adequate support/properly documented (n=59)	84.7	15.3	0.0	4.19
Grammar and usage (n=71)	90.1	8.5	1.4	4.14
Mechanics (n=69)	89.9	10.1	0.0	4.07
Content/development (n=69)	83.6	14.9	1.5	4.04
Style and tone (n=66)	77.3	21.2	1.5	3.95

Note: 5-point scale, with 1="Much worse" and 5="Much better." "Better" is the sum of "Better" and "Much better;" "Worse" is the sum of "Worse" and "Much worse."

Table 9

FREQUENCY OF FACULTY USE OF WRITING CENTER IN PAST YEAR

	Number	Percent
Never	119	77.3%
1-2 times	24	15.6
3-4 times	5	3.2
5 or more times	6	3.9
No. of respondents	154	

Table 10

INTEREST IN ATTENDING FACULTY WORKSHOPS

	Interested	Neutral	Not interested	Mean
Writing as a means to critical thinking (n=150)	49.3%	21.3%	29.3%	3.20
Evaluating a writing assignment (n=148)	49.3	16.2	34.5	3.07
Writing for professional publication (n=145)	40.0	20.7	39.3	2.92
Designing a writing assignment (n=150)	38.7	23.3	38.0	2.85
Types of writing assignments, including non-graded writing (n=146)	37.0	23.3	39.7	2.78
Revision strategies for writing (n=143)	30.8	25.9	43.4	2.71
Service learning and other reflective practice (n=145)	28.3	26.9	44.8	2.67

Note: 5-point scale, with 1="Not at all interested" and 5="Very interested." "Interested" is the sum of "Very interested" and "Somewhat interested;" "Not interested" is the sum of "Not very interested" and "Not at all interested."

Table 11

PERSONAL PROFILE OF RESPONDING FACULTY

	Number	Percent
Status		
Full-time	91	54.5%
Part-time	76	45.5
No. of respondents	167	
Years of college/community college teaching experience		
1-3	24	14.3%
4-6	26	15.5
7-9	11	6.5
10 or more	107	63.7
No. of respondents	168	
Division		
Business & Technology	27	16.2%
Computer Instruction/Media Resources	6	3.6
Liberal Arts	94	56.3
Physical Education & Athletics	2	1.2
Science, Health Care, & Math	38	22.8
No. of respondents	167	
Where do you usually teach?		
On campus	147	88.0%
Off campus	2	1.2
Both	18	10.8
No. of respondents	167	
Level of courses taught		
Mostly developmental courses	15	9.1%
Mostly 100-level courses	105	64.0
Mostly 200-level courses	44	26.8
No. of respondents	164	

Table 11 (continued)

PERSONAL PROFILE OF RESPONDING FACULTY

	Number	Percent
When do you usually teach?		
Days only	90	53.6%
Evenings only	25	14.9
Days and evenings	40	23.8
Days and weekends	1	0.6
Evenings and weekends	5	3.0
Days, evenings, and weekends	7	4.2
No. of respondents	168	
Highest level of education completed		
Doctorate	38	22.6%
All but dissertation	12	7.1
Specialist	26	15.5
Master's	80	47.6
Some graduate hours	6	3.6
Bachelor's	5	3.0
Associate degree or less	1	0.6
No. of respondents	168	
Gender		
Male	70	42.2%
Female	96	57.8
No. of respondents	166	
Your Age		
20-29	2	1.2%
30-39	26	16.0
40-49	44	27.0
50-59	68	41.7
60+	23	14.1
No. of respondents	163	

APPENDIX B

QUESTIONNAIRE AND COVER MEMO

JCCC Faculty Writing Assignment and Needs Survey

INSTRUCTIONS: Please answer as honestly and completely as possible. Fill in completely the ovals that represent your answers and make no stray marks. Comments are welcome; attach additional sheets, if needed. Return to Institutional Research, Box 9, COM305.

1. How often do you require your students to complete the following writing assignments?

	Never	Rarely	Occasionally	Frequently
A. Essay exams	0	0	0	0
B. Article reviews	0	0	0	0
C. Expository essays	0	0	0	0
D. Lab reports	0	0	0	0
E. Research papers (5 pages or less)	0	0	0	0
F. Research papers (6 pages or more)	0	0	0	0
G. Business reports	0	0	0	0
H. Letters	0	0	0	0
I. Critical analyses (critiques)	0	0	0	0
J. Outlines	0	0	0	0
K. Study questions	0	0	0	0
L. Observation logs	0	0	0	0
M. Journals	0	0	0	0
N. Creative writing	0	0	0	0
O. Argumentative (persuasive writing)	0	0	0	0
P. Summaries	0	0	0	0
Q. Service learning reflection	0	0	0	0

2. For research assignments, which of the following styles of documentation do you prefer? (Mark only one)

- 0 N/a - I don't assign research
- 0 Modern Language Association (MLA)
- 0 American Psychological Association (APA)
- 0 Chicago Style/Turabian
- 0 Council of Biological Editors (CBE)
- 0 Other: _____

3. How often do your students (on the whole) have writing problems in the following areas?

	Never	Rarely	Occasionally	Frequently
A. Organization	0	0	0	0
B. Narrowing a topic	0	0	0	0
C. Supporting an idea	0	0	0	0
D. Sense of purpose (assignment goals)	0	0	0	0
E. Audience awareness (reader's needs)	0	0	0	0
F. Tone (writer's voice)	0	0	0	0
G. Originality	0	0	0	0
H. Coherence (connectedness)	0	0	0	0
I. Diction (choice/use of words)	0	0	0	0
J. Paragraph structure	0	0	0	0
K. Sentence construction	0	0	0	0
L. Grammar	0	0	0	0
M. Usage (appropriate language)	0	0	0	0
N. Transitions	0	0	0	0
O. Revising	0	0	0	0
P. Research skills	0	0	0	0
Q. Punctuation	0	0	0	0
R. Spelling	0	0	0	0
S. Proofreading	0	0	0	0
T. Vocabulary	0	0	0	0
U. Documentation (citing sources correctly)	0	0	0	0

4. Do you . . . (Mark all that apply)

0 Ask students to look at writing samples in the Writing Center?
0 Ask JCCC Writing Center representatives to visit your class(es)?
0 Assign the MicroLab program to your students?
0 Have JCCC Writing Center staff help design at least some of your assignments?
0 Include a description of the JCCC Writing Center in your syllabus?
0 Need more information before you would send students to the JCCC Writing Center?
0 Recommend all your students visit the Writing Center?
0 Require all students to visit the JCCC Writing Center?
0 Require use of the JCCC Writing Center in some of your writing assignments?
0 Suggest that students needing extra help visit the JCCC Writing Center?
0 Talk about the JCCC Writing Center when you return students' graded writing assignments?
0 Tell your students about the JCCC Writing Center?

5. Please indicate how strongly you agree or disagree with each of the following:

	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly
A. The JCCC Writing Center provides most support services to meet my needs. . .	O	O	O	O	O
B. It is important that students in my class(es) have good writing skills.	O	O	O	O	O
C. Plagiarism by students is a significant problem at JCCC.	O	O	O	O	O
D. The JCCC Writing Center is primarily a support service for the English Dept. . . .	O	O	O	O	O
E. The writing abilities of most JCCC students allow them to do a good job on the writing assignments for my classes.	O	O	O	O	O
F. I would use the JCCC Writing Center more often if I was sure that students actually rewrote their own work.	O	O	O	O	O

6. Which of the following do you generally ask your students to do in the JCCC Writing Center? (Mark all that apply)

O Brainstorm with tutor to start assignment
O Critique rough draft
O Read/review sample writing
O Work on computer program
O Get a handout
O Other: _____
O Take MicroLab Assessment
O Correct a graded paper
O Use the Grammar Hotline
O Take a Writing Center module

7. Does the JCCC Writing Center . . .

A. Have a copy of your current writing assignments?

O Yes
O No
O Don't know

B. Have samples of good student writing for your current writing assignments?

O Yes
O No
O Don't know

8. If your students have used the JCCC Writing Center, did their writing skills in each of the following areas change? Were they . . .

	Much worse	Worse	About the same	Better	Much better	Don't know
A. Mechanics	O	O	O	O	O	O
B. Grammar and usage	O	O	O	O	O	O
C. Style and tone	O	O	O	O	O	O
D. Content/development	O	O	O	O	O	O
E. Adequate support/properly documented	O	O	O	O	O	O
F. Organization	O	O	O	O	O	O
G. Overall writing skills	O	O	O	O	O	O

9. What one thing could the JCCC Writing Center do to improve its services?

10. In the past year, how often have you personally used the Writing Center's services for your own professional writing?

- O Never
- O 1-2 times
- O 3-4 times
- O 5 or more times

11. How interested are you in attending a faculty workshop on the following:

	Not at all interested	Not very interested	Neutral	Somewhat interested	Very interested
A. Types of writing assignments, including non-graded writing	O	O	O	O	O
B. Designing a writing assignment	O	O	O	O	O
C. Service learning and other reflective practice	O	O	O	O	O
D. Evaluating a writing assignment ...	O	O	O	O	O
E. Writing as a means to critical thinking	O	O	O	O	O
F. Revision strategies for writing	O	O	O	O	O
G. Writing for professional publication	O	O	O	O	O

11A. What one thing would make you more likely to attend any of the workshops listed above?

P e r s o n a l P r o f i l e

12. Status

- O Full-time
- O Part-time

13. Years of college/ community college teaching experience

- O 1-3
- O 4-6
- O 7-9
- O 10 or more

14. Division

- O Business & Technology
- O Computer Instruction/ Media Resources
- O Liberal Arts
- O Physical Ed. & Athletics
- O Science, Health Care, & Math

15. When do you usually teach? ***(Mark all that apply.)***

- O Days
- O Evenings
- O Weekends

16. Where do you usually teach?

- O On campus
- O Off campus
- O Both

17. What level of courses do you teach?

- O Mostly developmental courses
- O Mostly 100-level courses
- O Mostly 200-level courses

18. Highest Level of Education Completed

- O Doctorate
- O All but dissertation
- O Specialist
- O Master's
- O Some graduate hours
- O Bachelor's
- O Associate deg. or less

19. Gender

- O Male
- O Female

20. Your Age

- O 20-29
- O 30-39
- O 40-49
- O 50-59
- O 60+

Thank you for taking the time to complete this survey. Please attach sheets with any additional comments.

M E M O R A N D U M

JCCC

Johnson County Community College
12345 College Blvd.
Overland Park, Kansas 66210-1299
(913) 469-8500

DATE: October 2001

TO: All JCCC Faculty

FROM: Marilyn Rhinehart, Vice President of Instruction

SUBJECT: Writing Survey

You are invited to participate in a college-wide study of writing practices across the curriculum at JCCC by completing the enclosed questionnaire. As results from this study could benefit students and faculty alike at JCCC, participation by ALL faculty is very important. Please return your completed survey to Institutional Research, COM 305, Box 9, as soon as you have completed it but ***no later than Friday, November 16***.

The objectives of this study are as follows:

1. Assess the extent of writing assignments embedded in the curriculum at JCCC.

2. Ascertain what kinds of writing assignments are given.

3. Measure awareness of Writing Center services.

4. Determine how instructors communicate about the Writing Center and its services.

5. Learn what kind of support writing instructors would like for themselves and their students.

The enclosed survey should take about 15-20 minutes to complete. Please answer the questions truthfully and to the best of your ability. As always, your answers are completely confidential and will be analyzed as grouped data only.

I hope you will take a few moments right now, while you're still thinking about it, to complete the survey and return it to the **Office of Institutional Research, COM 305, Box 9**.

Thank you in advance for your participation in this important project.

Enclosure

Johnson County Community College
Office of Institutional Research
12345 College Blvd.
Overland Park, KS 66210-1299

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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Signature: Shirley G. Weglarz	Printed Name/Position/Title: Shirley Weglarz, Research Analyst
Organization/Address: Office of Institutional Research-Box 30 Johnson County Community College-COM305 12345 College Boulevard Overland Park, KS 66210-1299	Telephone: (913) 469-8500 x2443 FAX: (913) 469-4481 E-Mail Address: sweglarz@jccc.net Date: 6/20/02